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ABSTRACT

This document presents an outline and teacher's guide for a community college-level teaching module in Mexican identification, designed for students in introductory courses in the social sciences. Although intended specifically for cultural anthropology, urban anthropology, comparative social organization and sex roles in cross-cultural perspective, the content and objectives are applicable to various sociology and psychology courses. The module focuses primarily on analysis of Mexican social organization, including examination of social class, caste, and family oriented statuses and roles. Academic and psychological characteristics of community college students which must be addressed by the instructor to overcome stereotypes and preconceptions are outlined. Learning objectives, methods whereby students may attain the objectives, and methods for evaluating student performance are listed. Although no suitable text is available, selected readings recommended for both instructors and students are included. The bulk of this document outlines in detail the subject matter that the instructor should present to students during the course of the module. (JDS)

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MEXICAN IDENTIFICATION

Project Mexico
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JC 770 131

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Introduction

This module is designed for students in introductory courses in the social sciences. Although intended specifically for cultural anthropology, urban anthropology, comparative social organization and sex roles in cross-cultural perspective, the content and goals are applicable to various sociology and psychology classes.

The current trend in publishing textbooks is to select books written for a lay public reading audience. Publishers rate the national reading level of community college students at 9th or 10th grade ability. Clear, interesting and organized books complementing class presentations, unfortunately are not available in the field of Mexican social organizations. Publications, therefore, are recommended that may be helpful resources for the student and instructor. However, except for Two Cities of Latin America, there is no book suitable as a text.

The most common learning needs I perceive in students are divisible into two categories; the academic and the psychological. Academically, students generally need help in understanding directions, building a factual base for generalizations, selecting main ideas from supporting details, synthesizing information and appropriately applying new data to a variety of situations and interpretations. Psychologically, help is needed in recognizing misinformation or prejudices, exploring alternative bases for behavior, and then, evaluating their previous perceptions and interpretations.

Although this module focuses on the academic needs, it is designed to incorporate the psychology concerns also. The informal role reversal "test" at the end of the module is one method for interweaving the two categories of needs. The exercises require screening ideas comparing and contrasting them, then critically applying them to familiar contexts.

Factors in Mexican Identification Processes:
Teacher's Guide

I. Student Analysis

A. Kinds of student

1. Inarticulate speakers and writers
2. Limited reading ability (9th-10th grade average reading ability)
3. Limited self-discipline in studying or carrying through assignments
4. Little college experience
5. Little contact with other types of cultures or non-middle class U.S.

B. Interests

1. General interest in anthropology because it is believed to cover "exotic" practices of other societies
2. Courses with little reading, easy grading and interesting content and instruction
3. Superficial and impersonal interests in Chicano or other minority "causes"

C. Needs

1. Simple "text"
2. Clear oral and written instructions
3. Help in understanding basic

a. Instructions
b. Written material
c. Concepts

4. Help in developing skills in

a. Studying
b. Writing
c. Selecting important ideas from supporting material

5. Factual information as a basis for

a. Recognizing Mexico is a society with complex social structure rather than a "place" for U.S. tourists
b. Recognizing the range of diversity within Mexico
c. Comprehending the ideals and morals of "Middle Class" Mexicans
d. Applying the knowledge gained to

1. Understand common interests, fears and behaviors shared by Chicanos and Mexicans
2. Understand the diversity within the Chicano "category"
3. Challenge their own stereotypes

D. Materials

1. Short nontechnical but comprehensive and objective "text" type of article or section of book
2. Supplementary

a. For more interested or able readers-nontechnical case studies or biographies to provide "felling" level experience
b. Film - "How's School Enrique?"

II. Basis of Content Selection

A. Mexican Caste - class systems

1. General misconceptions commonly expressed by students (e.g., family unit breaks down in urbanizing industrializing societies)
2. Simplistic and stereotypic description of Mexico (e.g., land of fiestas and siestas)
3. Confusion of caste and class concepts with each other or with the concept of race

B. Mexican "Middle Class" Family

1. Stable but flexible basic social unit within urban and industrial context: effective model to begin penetrating stereotype processes
2. Primary socializing unit throughout Mexico, yet complexities, diversities and differences between norms and modes enable comprehension of larger Mexican social organization

III. Organizing Element for Module - Thematic - Identification Processes

A. Caste - Class

1. Appropriate to general goals and methods of anthropology
2. Concentration in current events applicable to students lives

B. Family - as primary social unit (provides widest range of course applicability: e.g., sociology, psychology, anthropology, urban studies)

IV. Objectives for students

A. General

1. Increase knowledge of diversity of social structures
2. Increase knowledge of universal aspects of human behavior
3. Expand comprehension of Mexican and Chicano values and behaviors
4. Recognize those stereotypes and judgments based on nonfactual data
5. Increase ability to distinguish key ideas from detail

B. Specific Objectives

1. Summarize basic characteristics of caste, class and family oriented statuses and roles
2. Describe ideal intrafamily roles
3. Compare and contrast castes, classes, family statuses and rules
4. Explain Mexican concepts within context of that society

a. Clase media
b. Educacion
c. Cultura
d. Macho

V. Values of Objectives

A. Meet stated needs and interests of students

B. Provide opportunity to

1. Practice reading, screening, speaking, writing skills
2. Build up reservoir of factual knowledge
3. Begin to examine previously held knowledge, attitudes and beliefs in terms of newly acquired data

VI. Sequence of learning skills - stresses

A. Knowledge

B. Comprehension

VII. Methods for achieving objectives

A. Lecture and discussion in an informal setting

B. Reading material supplemented by guided studies and visual aids

C. Personal contacts between instructor and student to

1. Arrange supplemental reading
2. Discuss special interests and problems

D. Evaluating procedures

1. End unit with series of role playing (e.g., Mexican students from various Clases medias trying to learn range of diversity within U.S. middle class and ideal intrafamily within one of these classes (e.g., middle Middle Clase)
2. Test

a. Required portion

1. Skills in summarizing and screening for key ideas; by comparing and contrasting (multiple choice questions)

2. Skills in summarizing - (short answers)

b. Optional portion

1. Skills in comparing, contrasting and separating key ideals from supporting detail
2. Skills in explaining clearly and accurately (short essay)

3. Optional projects - oral or written - choice of students

a. Individual--summarize article in form usable to rest of class
b. Group (2-4 people)--exchange in information with overall summary or conclusion presented in format usable by class (e.g., dittoed outline, informal class discussion, skit)

Recommended Readings for Instructors
*Recommended Readings for Instructors and Students

Balan, Jorge, Browning and Jelin
n.d. Men in developing societies. Institute of Latin American Studies. Austin: University of Texas Press.

Beals, Ralph
1964 Some value changes in modern Mexico. In Process and Pattern in Culture ed. Robert A. Manners. Chicago: Aldine.

Erasmus, Charles J.
1950 Current prohibitions in light of ceremonial kinship. Papers Kroebar Anthropological Society, 2:42-50.

Gomez, Rudolf ed.
1972 The changing Mexican American: a reader. El Paso: University of El Paso Press.

*Hayner, Norman
1966 New patterns in old Mexico: a study of town and metropolis. New Haven: College and University Press.

Helen, June ed.
1968 Spanish-speaking people in the United States. Proceedings of the 1968 annual spring meeting of the American Ethnological Society. Seattle: University of Washington Press.
(clearly, simply written, broadly based references)

Kahl, Joseph Alan
1968 The measurement of modernism; a study of values in Brazil and Mexico. Austin: University of Texas Press.

*Lewis, Oscar
1965 Urbanization without breakdown. In Cultures and Societies of Latin America ed., Dwight B. Heath. New York: Random House.

Maccoby, Michael
1970 Social change and social character in Mexico and the United States. Cuernavaca, Mexico. Centro Intercultural de Documentacion.

*Madsen, William
1964 Mexican Americans of South Texas. New York: Holt, Reinhart Winston.

Metzger, David and G. Williams
1963 A formal ethnographic analysis of Tepejapa latino weddings. American Anthropology 65:1076-1101.

*Miller, Frank Charles
1973 Industrialization in Mexico; old villages and a new town. Menlo Park: Cummings.

Mruillo, Nathan
1971 The Mexican American family. In Chicano's: social and psychological perspectives eds., Nathanl Wagner and Marsha Hugh.

Needler, Martin C.
1971 Politics and society in Mexico. Albuquerque: University of New Mexico Press.

Paz, Octavio
1961 The labyrinth of solitude. New York: Grove.

Staglich, W. W. and Ben Crough
1968 Final report: survey of needs and resources among aged Mexican Americans. Texas Technical College. August 25.

Stoddard, Ellwyn R.
1973 Mexican Americans. New York: Random House.

Waughope, Robert ed.
1967 Handbook of Middle American Indians. V6 Social anthropology. Austin: University of Texas Press. (chpts. 2, 12)

Wilke, James Wallace
1970 The Mexican revolution: federal expenditure and social change since 1910. Berkeley: University of California Press.

*Whiteford, Andrew H.
1964 Two cities of Latin America: a comparative description of social classes. New York: Doubleday, Anchor.

Annotated Suggested Readings in Spanish

Guerrero, Raymundo

1971 Problemas sociales de Mexico. Guadalajara, Mexico. Universidad Autonoma de Guadalajara.
(Table of contents does not list chapter pages; chapters II, pp. 23-27, and III, pp. 29-47, provide brief useful data on subdivisions within general class categories; chapter IV, pp. 49-55, is a superficial summary of the relationships between urbanization and the class system)

Othon de Mendizabal et al.

1968 Ensayos sobre las clases sociales en Mexico. Editorial Nuestro Teimpo S. A. (pp. 120-129).
(covers historical setting for the mergence of classes; the characteristics of the various classes; interclass relationships and general inforuation about social stratification)

Pozas Araceniega, Ricardo

1971 Los indios en las classes sociales de Mexico. La Habana, Casa de las Americas
(emphasizes specific Indian societies rather than general caste-class interrelationships)

Trujillo, Carlos A. Echanove

1973 Sociologogia Mexicana 4th ed. Mexico. Editorial Rorrua S. A.
(no table of contents; old photos pp. 100-120 are interesting portrayals of caste-class categorizations; pp. 433-443 have helpful demographic data)

STUDENT OBJECTIVES IN INCREASING DIFFICULTY OF SKILLS

Time	Level of Skills	Learning Objectives
1-2 wks	knowledge	1. Remember factual information about a. Caste-class categories in Mexican social structure b. Main characteristics of the above 2. Recognize a. General cultural-ecological context within which Mexican social structure operates b. Human behaviors are patterned and logical within the social-cultural contexts they appear c. Diversity and complexity of Mexican social structure
	comprehension	1. Summarize key ideas presented in class in the form of written skeletal outlines 2. Describe Mexican class system; its diversity and complexity
	analysis	1. Select key ideas from supporting detail in the readings 2. Distinguish between data and generalizations drawn from data
2 wks	knowledge	1. Recognize a. Family as a part of social structure generally characteristic of human societies b. Diversity of human social structure patterns 2. Define basic concepts--social structure, family, statuses, roles
	comprehension	1. Describe the Mexican concept of "familia" in terms of "clases medias" idealizations
	analysis	1. Differentiate between ideal and actual behaviors
	evaluation	1. Compare and contrast generalizations of the "ideal middle class" family in the U.S. with actual middle class family characteristics reported in assigned readings on U.S. social stratification systems 2. Compare and contrast Mexican "clases medias" with U.S. middle class families

Methods for Achieving Objectives	Methods for Evaluating Objectives
1. Actively concentrate on class discussions and reading assignments	1. Recall and match appropriate data 2. Orally and in writing, put data into appropriate contexts and eliminate oversimplifications
1. Systematically take class notes following recommended outline format 2. Before class, work out questions, ideas from readings	1. Compare outline with previous ones for improved clarity, relevancy, brevity 2. Separate oversimplifications and nonfactual conclusions from data
1. After studying, make mental notes of key ideas and their supporting data: use 4"x5" cards if wish to reinforce learning	1. Select from variety of data that which is most appropriate for given key ideas or generalizations
1. Read optional assignment to help expand range of reading experiences about societies other than U.S. 2. Redefine concepts in own words	1. Orally or in writing, summarize accurately data from reading 2. Recognize definitions not dependent upon memorization
1. Draw generalizations from facts at hand	1. Match specific data with appropriate generalizations; from given specifics, determine appropriate conclusion
1. Think through examples illustrating personal norms vs. actual behaviors	
1. Find examples from ads illustrating normative portrayals of "the" U.S. family 2. Draw upon data at hand to describe or explain limits to generalizing on the basis of broad categories or idealizations	1. Compare ads with known variations from the ideal 2. Orally or in writing, describe or explain weaknesses in generalization processes 3. Participate in role playing--take the part of Mexican college students from various clases medias interviewing various middle class U.S. college students to find out their perceptions of social classes and ideal family statuses and roles within these classes.

Factors Associated with Mexican Identification

I. Analysis of Caste-Class Factors

A. Problems analyzing caste and class

1. Statistics not systematically collected
2. Distinctions between caste and class unclear

a. Criteria not consistent (e.g., physical features, socio-economics, linguistics, nationality)
b. Boundaries between and within caste--class categories not clearly isolatable
c. Categorizations used in literature, incorporated into folk categories
d. Perceptional differences associated with folk classification processes

B. Caste categories--commonly used in literature

1. Spanish (both in the literature and general speech, equated with "old aristocracy" class)
2. Mexican

a. Focus of modern literature and art forms--search for psychological and social identity
b. Incorporation of

1) Mestizo (used synonomously for Mexican)
2) Spanish - Indian ancestry

a) Behavior patterns compatible with urbanization and industrialization
b) Minimum education-primary school

3) Mestizo-European (new subcategory) see a) and b) above
4) Creole (Spanish-Black ancestry) see a) and b) above

3. Indian

a. Bases of caste assignment

1) Physical appearance
2) Language-non-Spanish
3) Socio-economic patterns such as:

a) education, occupations, wealth, residences, dress

b. Lowest caste, least vertical mobility, equated with lowest ranked class

C. Classes

1. Alta sociedad (folk category)

a. Clase alta por abolengo

1) Material cues

a) Live in major cities (Mexico, Guadalajara, Monterrey), have summer and resort houses
b) Houses--old mansions

(1) Plumbing and electricity in various degrees modernness
(2) Tiled kitchen and baths, modern fixtures
(3) Formal sitting and dining rooms
(4) Victorian or modern furniture mixed with antiques
(5) Silver and china service

c) Servants--several--trained in formal serving and international cuisine
d) Mercedes Benz cars
e) Dress--modern, British made, conservative

2) Nonmaterial cues

a) Education

(1) Private schools
(2) University Mexico, College Mexico, Europe and U.S. for postgraduate work

b) Social behaviors--stress on courtesy, finesse and lack of ostentation
c) Recreation

(1) Nonpublic--family centered
(2) Restauranting with family, fictive kin (e.g., Godparents) friends
(3) Theaters--especially afternoons for females

d) Club membership

(1) Auto
(2) Country
(3) Golf
(4) Tennis (new)

b. Nouvou Riche (borrowed term--"new rich") emulate aristocracy

1) Material cues

a) Live in new large houses in newer areas of cities and have summer houses

b) Emulate European materialism

2) Nonmaterial cues

a) Linguistic--most derogatory of classes toward "lower" classes
b) Social club membership

(1) Golf
(2) Lions
(3) Rotary
(4) Tennis (new)

2. Middle class--(nonfolk category used in literature)

a. General information

1) Least studied
2) Most complex, diverse, heterogeneous and flexible, therefore, valid generalizations difficult
3) Membership based on

a) "Race - Caste" concepts (Mestizo, Mestizo-European and Creole)
b) Occupations

(1) Managerial--government and private
(2) Proprietorship--land or business
(3) Skilled crafts or technological
(4) Self-employed professional

(a) Traditional--highly valued professions

(1) M.D., law, business management, dentistry
(2) Clase media pobre and Los Pobres--regard above professions associated with alta sociedad

(b) New prestige occupations--engineering

b. Folk categories

1) Clase media acomodada ("comfortable") emulate Nouvou Riche

a) Material cues

(1) Large modern houses or condominiums throughout cities (especially southern part Mexico City), but not in areas of alta sociedad or los pobres
(2) Expensive and modern furniture, fixtures, appliances, clothes, cars
(3) Luxury items (especially transitorized sound equipment from U.S. and Europe

(4) Maids
(5) International cuisine and prepared foods

b) Nonmaterial cues

(1) Private school education
(2) Social, church and civic club membership

(a) Lions (c) Chess (e) Knights of
(b) Rotary (d) Shooting Columbus

(3) Recreation

(a) Family oriented (e.g., birthdays, anniversaries)
(b) Movies, T.V., reading

2) Clase media sin dinero ("educated but not wealthy") emulates clase acomodada

a) Material cues

(1) Live in small houses or apartments throughout cities
(2) Modern furniture and fixtures--locally produced
(3) Cars
(4) Modern dress and cleanliness--highly valued

b) Nonmaterial cues

(1) Occupations--any nonmanual labor
(2) Education, especially private--viewed as critical for vertical mobility
(3) Multiple working members--including females before marriage
(4) Club membership--most fearful of losing rank
(5) Support government efforts raise living standards

3) Clase media pobre--(emulates class above it)

a) Material cues

(1) Pseudo modern houses or apartments throughout cities
(2) Material goods--symbol success
(3) Public dress important

b) Nonmaterial cues

(1) Occupations

(a) Small entrepreneurs
(b) Skilled laborers
(c) Low paying salaried

(2) Education--highly valued but can afford public education only
(3) Recreation--family oriented

(a) Public sports events
(b) Strolls, family treats (e.g., ice cream, snacks)

c) Self-perception--as do clase media sin dinero and clase acomodata--label selves "pillars of society" and people with "cultura i educacion"

4) Clase sin cultura i educacion--derogatory label used by all above classes for any class not demonstrating social and material cues regarded as expected, in good taste or moral

3. Los pobres, clase trabajadora, clase humilde ("the poor," "working class," "humble class") U.S. label "lower class" considered by speakers and in literature as debasing

a. General information

1) Emulates clase media pobre to extent possible
2) Composed of Indian caste almost exclusively
3) Health sustained by government subsidized medical care and basic traditional foods--cornmeal and beans
4) Infraclass ranking on bases of

a) Education--limited to elementary schools
b) Ownership of business or specialized tools
c) Special training--especially in tool use

b. Material cues

1) Rented room(s) in large buildings or squatters' huts throughout cities--characterized by

a) Insufficient light, ventilation, space
b) Minimal furnishings, fixtures, appliances
c) Presence of birds and potted plants

2) Dress

a) Stress on neatness and modernness--especially in public
b) Shoes and stockings for adults--especially women
c) Combination western and "traditional" dress

(1) Men--cotton pants and shirts, cowboy hats
(2) Women--cotton dress and apron, braided hair
(3) Children--cast-off clothing, barefooted

3) Occupations--based on small entrepreneurship, low paying salaries, manual labor, services
4) Recreation--family oriented

a) Public events
b) Parks with local treats purchased from street vendors or market stalls

c. Upper mobility limited to clase sin cultura i educacion

D. Conclusions

1. Mexican social structure analyzable within its own context only
2. Class distinctions complex and related to physical, social and economic factors
3. Interclass mobility limited yet each class emulates cues of
4. Alta sociedad--Old World oriented
5. "Clases medias"--searching for a national identity providing self-perception--compatible with the normative expectations of a powerful, industrialized nation
6. Intraclass recognition dependent upon contacts, money, education, occupations, club membership and social behavioral cues

II. Analysis of Community Factors

A. Cities

1. Per Mexican definition--city-areas with 2,000 or more people
2. Government efforts now to decentralize services, bureaucracies, industries
3. Mexico City

a. Still focus for all major political activities and influences, education, jobs, goods, services
b. More seven times larger than Guadalajara
c. Guadalajara and Monterrey only other major cities

4. Contrary to generalization that city life leads to break up family

a) Family

(1) Selected from family or kin members
(2) Religious support for psychological, social and economically mutually binding relationships

b) Nuclear family plus ritual Godparents--base for social economic interactions

III. Analysis of Family Factors

A. Problems

1. Extensive variations in sizes, types, patterns of interpersonal interactions or value systems even within single folk category make generalizations about "the Mexican family" invalid
2. No systematic, comparative nor statistically reliable studies
3. Data in this outline

a. Synthesize from limited and noncomparable sources (e.g., sociological - anthropological studies; popular fiction, slogans, songs, government publications)
b. Stress

1) Idealized patterns (norms) rather than actual--i.e., statistically supportable) patterns (modes)
2) Relationship between urbanization and families as social units
3) Affects of urbanization--on families in the clase media acomodada, clase media sin dinero and clase media pobre.

B. Current Patterns

1. Normative and modal consistency

a. Nuclear families
b. Close intrafamily moral, economic, social bonds
c. Importance of obedience and respect for elders
d. Retention of family honor in personal behaviors
e. Individual and group socialization processes--responsibilities of nuclear family plus real and ritual kin

2. Processes reinforcing normative patterns

a. Commercial and political ads or slogans
b. Inflation rates requiring joint incomes
c. Employment and loan practices based on nepotism
d. Informal social pressures for conformity to ideals
e. Religious myths and ceremonies

1) Holy family--model for family interrelationships
2) Virgin Guadelupe--silent, suffering, giving mother holding her loved ones together
3) Compadrazco system--fictive (ritual) kin acting as extension of family rather than socio-economic class, business or peer associations

3. Relationship urbanization--industrialization and family units

a. No significantly measurable changes in normative nor modal family roles

b. Except for clase media accomodada professionals, no social category changing faster than any other
c. Clase media accomodada females most active in women's liberation movements for changes in

1) Psychological social, economic perception of females
2) Rights to publically accompany spouses in public places

d. Age at time marriage associated with

1) Amount of education
2) Economic factors
3) Family obligations

e. Number of children not perceived especially by males as associated with income, occupation, age nor community

C. Statuses and roles in family context

1. Age status

a. Elders

1) Ideal roles to be acted out by elders

a) Source of open generous affection
b) Source of informal joking relationships with youngsters
c) Source discipline of youngsters
d) Intermediaries between parents and children

2) Ideal roles elders expect from other family members

a) Obedience and respect
b) Financial security
c) Inclusion in decision making--at least

b. Adults--(parenthood socially defines adulthood)

1) Protect family honor
2) Provide financial and psychological security for elders
3) Provide moral model for children

c. Children

1) Older

a) Provide model for younger children
b) Help in routine chores of caring for younger
c) Support parents financially and socially

2) Younger

a) Incorporated into adult conversations

b) Very young--(preschool)--center of attention and affection

2. Sex statuses

a. Female

1) General roles

a) Instrument and repository for class and family values--such as femininity and innocence
b) Perservering unselfish provider of warmth and support
c) Alter ego for male
d) Aid for elders, parents, younger siblings

2) Family associated statuses and roles

a) Mother

1) Socializer of children
2) Model for children
3) Hub of activities in house
4) Enduring support--especially for daughters

b) Wife

1) Silent and perservering "reflection of males will"
2) Reserved, decent, pure under all circumstances
3) Responsive to husband--sexually, psychologically and socially
4) Wants subordinate to those of husband and children

3) Stereotypes

a) Per males (female self stereotypes concur with males')

1) General

a) Emotional
b) Easily disturbed or distracted
c) Potentially destructive or uncontrollable
d) Less logical rational and intelligent than men
e) Extension of male

2) Positive attributes to seek in wife

a) Faithfulness and chastity
b) Good mother
c) Content with home life
d) Good health
e) Neatness

f) Agreeable personality
g) Piety
h) Western standards beauty (slim, attractive light skin

3) Negative attributes

a) Aggressiveness
b) Independence

b) Per literature and paintings

1) Long and silent suffering mother figure
2) Perservering and enduring interpersonal relationships

b. Male

1) General roles

a) Source for economic security and decision making
b) Aloof autocrat
c) Container of worldly knowledge and authority
d) Provider of sex activity necessary for own good health
e) Entertain family, kin, associates

2) Primary (family) associated statuses and roles

a) Father

1) Provider and fair disciplinarian
2) Decision maker
3) Impersonal aloof with children except very young

b) Husband

1) Economic provider
2) Authority to make decisions regarding behaviors and household in general
3) Provider or protector of honor and prestige

3) Stereotypes

a) Per females

1) General

a) Sexually unfaithful
b) Focus for authority, economic security, protection

2) Positive attributes to seek in husband

a) Faithfulness
b) Good health
c) Education
d) Good father
e) Temperate drinker
f) Chastity
g) Agreeable personality
h) Content with home life

3) Negative attributes

a) Domineering
b) Unfaithful
c) Self-centered
d) Sees female as object rather than person

b) Per males--macho concept--code of behavior based on Hispanic values

1) Integrity of individual personality
2) Honor system--reliability; doesn't expose self, family, friends to public ridicule
3) Manliness

a) Sexual ability
b) Courage
c) Long, committing friendships (not included in family affairs unless incorporated through compadrazgo system)
d) Economically solvent
e) Invulnerability to events
f) Resignation and fortitude under adversity
g) Relationships with females at erotic or superficial levels rather than shared feelings level

c) Per literature and paintings

1) Provider and stabilizer for family
2) Absent authority figure--especially for family
3) Dominant and autocratic
4) Machismo--negative connotation

a) Impersonal physical "forcer" sexually, politically, socially
b) Center of all activities and concerns
c) Aggressive, dominating reducer to "nothingness" or nonbeing

3. Kinship

a. Siblings

1) Conversations masked cover rivalry (age and sex) favoritism
2) Older expected to care for younger

3) Oldest male responsible business or parents, and all younger siblings

b. Extended kinsfolk (aunts/uncles, nieces/nephews, cousins

1) Source for informal social visiting (especially for women)
2) Cousins--pool from which close friends chosen
3) Elders expect respect and errand from younger kin
4) Base for mutual aid for major ceremonies

4. Fictive kinship statuses

a. "in-laws"

1) Mother-child relationships remain strong

b. "Compadrinazgo" (ritual parenthood)

1) Bond established primarily through baptism ceremony resulting in mutual formalized rights and responsibilities complimenting kinship structure
2) General information

a) Child, parents, ritual "co-parents" form triad set of interrelationships
b) Social functions

1) Provide model for interpersonal relationships
2) Extend range of social interaction by cutting across kin, class and neighborhood ties
3) Increase the number of statuses available to the society at large
4) Decrease the number of people in the "stranger" category
5) Establish or reinforce social, economic, political ties
6) Provide a channel for

a) Circulating or leveling wealth through gift giving and financial responsibilities
b) Controlling hostilities through formalization of behaviors
c) Integrating psychological and social identification processes

3) Rural-urban patterns

a) Rural (diverse practices)
Common types ritual coparenthood

1) Baptism--surrogate parents complement responsibilities of parents

2) "Vela"--lights candles at baptism, ill health and marriage to enlist aid of saints
3) Communion--renews moral values of church and society
4) Confirmation--reinforces church dogma
5) Marriage--aids in preparation and baptizes first child carrying ritualistic bonds into next generation

b) Urban (diverse practices)

1) Baptismal coparenthood most significant ritual ties
2) Intensification of kinship ties through kin selection for ritual coparenthood
3) Selection basis--as with rural people

a) Personal decision making factors
b) Residence
c) Types, numbers, frequency and range of interpersonal contacts
d) Class identification

4) Statuses and roles

a) Coparents

1) Roles--generally shared, though asymmetrical emphasis on respect and courtesy toward padrino and padrina by parents
2) Parents provide fiesta (ceremony with formal feasting) verifying three party relationship
3) Terms of address and reference based on status rather than first names (e.g., compadre _____)
4) Mutual aid expectations take form of loans and work
5) Sex relationships regarded as equatable with incest

b) Padrino--padrina (each selected from different family, extending range of social interactions)

1) Responsibilities of Godparents to selecting family

a) Support dogma of church in child's behalf
b) Religiously and financially assume parents' responsibilities if they die and no kin assume these responsibilities
c) Act as mediary between parents, especially if separation or divorce likely
d) Act as mediary between child and parents
e) Complement financial support of child's wedding and funeral

2) Expectations from child

a) Respect (most important social expectation)

b) Courtesy
c) Affection

c) Ahijado (Godchild)

1) Expects padrinos to

a) Complement parents' roles
b) Act as social mediators and financial mentors
c) Serve as models of Catholic teachings

2) Responsibilities toward padrinos

a) Respect and obedience
b) Gift giving at Christmas and birthdays
c) Visiting

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